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THE USE OF COMMUNITY RESOURCES IN TEACHING
A CITIZENSHIP CLASS AT THE
JUNIOR HIGH SCHOOL LEVEL

by

FRANK JOSEPH BREMBERGER

B.S. La Crosse State College, 1952

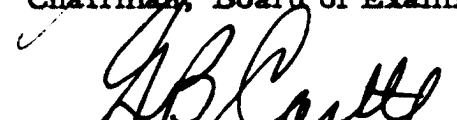
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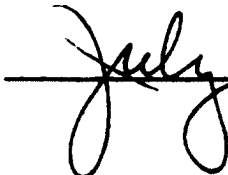
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CHAPTER I

INTRODUCTION

Community resources are being used to supplement material presented in the textbook. To make the citizenship class more meaningful, it is possible to take the class to a community resource, or to bring the resource material and personnel into the classroom. Every community has many resources that may be used to supplement the textbook. Many aspects of the community are studied in a citizenship class, and through the use of community resources first-hand experiences can be obtained. These experiences help answer questions and develop concepts.

STATEMENT OF THE PROBLEM

The purpose of the study was to develop criteria for an initial appraisal of the use of community resources in the teaching of a ninth grade citizenship class at the Roosevelt Junior High School in Oshkosh, Wisconsin, for the year 1954-1955.

DELIMITATIONS

The delimitations of this study were: it was restricted for one year, for one junior high school, and to the ninth grade citizenship classes which had an enrollment of seventy-six students.

SETTING OF THE PROBLEM

The setting of the problem was in the Roosevelt Junior High School in Oshkosh, Wisconsin, a community of about 42,500 population located in Winnebago County. Roosevelt Junior High School had an enrollment of about 150 students most of whom came from urban homes. The ninth grade citizenship class was involved in this study.

DEFINITIONS OF TERMS USED

Many educational terms have several meanings. To help the reader understand these terms, the following definitions will apply:

Community resource. A broad term signifying anything in the community (except schools) that has educative value, for example: museums, industries, parks, and outstanding individuals.

Citizenship class. A branch of the study of civics that emphasizes the individual's relation to his school environment, which is conceived as a series of successively enlarged communities, local, state, and national.

Junior high school. The lower part of a divided reorganized secondary school comprising grades seven, eight, and nine.

Supplementary material. Any material used in addition to the basic textbook.

Unit of study. An organization of various activities, experiences, and types of learning around a central theme, problem, or purpose.

Course of study. Strictly, an official guide prepared for use by administrators and teachers as an aid to teaching in a given subject or area of study for a given grade.¹

¹ Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), 495 pp.

CHAPTER II

THE USE OF COMMUNITY RESOURCES IN THE TEACHING OF CITIZENSHIP IN OSHKOSH, WISCONSIN

The course of study. The course of study in the ninth grade citizenship class was divided into the following units of work: (1) Communities Serve Human Needs; (2) Citizenship in Community, State, and Nation; and (3) Looking Ahead. Each broad unit of work was broken down into several smaller units of work.

Unit I, Communities Serve Human Needs, was broken down to include: (1) Keeping People Healthy, (2) Maintaining Safety, (3) Providing Education, (4) Having a Good Time, (5) Moving People and Goods, and (6) Making and Marketing.

Unit II, Citizenship in Community, State and Nation included: (1) Government Grows Out of Needs; (2) Government at Work in the Community, State, and Nation; and (3) How We Pay for Government.

Unit III, Looking Ahead, involved the study of: (1) Planning for the Future, and (2) Selecting a Vocation.

The basic textbook for the course was Living in Our Communities, by Krug and Quillen.¹

¹Edward Krug and I. James Quillen, Living in Our Communities (Chicago: Scott, Foresman and Company, 1950), 602 pp.

The objectives of the citizenship class. The objectives of the citizenship class were to have the children: (1) gain an understanding of our evolving culture; (2) build a wholesome framework of values; and (3) develop individual competence in social participation.²

The objectives for or anticipated outcomes of the study of citizenship for the ninth-graders were:

A. Understandings: A student increasingly understands

1. The value and importance of good health.
2. The operation of government at all levels.
3. The problems confronting his community.
4. The various vocations in the community.

B. Attitudes: A student increasingly

1. Respects the rights of others.
2. Practices high standards of conduct in school and activities.
3. Assumes responsibility for his share of group participation.
4. Appreciates the efforts of others.

C. Abilities and skills: Skillfully each student

1. Improves in his ability to read, write, speak, listen, and observe.
2. Learns how to meet and introduce strange people.
3. Improves in organizing his information.
4. Improves in interpreting information.
5. Participates in group situations.
6. Prepares a research project of interest to him.

² James Quillen, "Education for Democratic Living," Utilization of Community Resources in the Social Studies, Ninth Yearbook of the National Council for the Social Studies, Part I (Cambridge, Massachusetts: Harvard University Press, 1938), p. 10.

Materials available for the teaching of citizenship. Every student had a copy of the textbook, Living in Our Communities, by Krug and Quillen.³ Library material relating to each unit of work was made available to the class by the librarian. The library material consisted of books and periodicals in addition to the encyclopedias and dictionaries. Audio-visual materials were available in the form of films and film strips.

The teacher realized the need for supplementary material to make the work more meaningful. In a conference between the teacher and the principal it was decided to make use of community resources to achieve this purpose.

SELECTION OF RESOURCES

Planning the unit of work. While planning each part of the broad unit of work, the class compiled lists of possible community resources that could help the class gather facts necessary to understand the unit of work and the community of Oshkosh, Wisconsin. The classified section of the telephone directory and the Chamber of Commerce were consulted for ideas of possible community resources that could be of help to the group.

The community resource was investigated by the class for possible benefits that the class could derive from it. A committee of

³Krug and Quillen, loc. cit.

pupils was assigned to investigate each resource. This committee had the responsibility of determining what information the class wanted and the availability and usability of the resources.

Preparation for the use of a community resource. A committee of students made arrangements and formulated plans for the use of a resource. Details such as class size, time limit, and the information the class desired were discussed during the planning stage.

Every member of the class wrote a letter to his parents telling them the plans, route, and purpose for the field trip. The principal of the school was informed of the plans, purpose, and time of arrival of the visitor when arrangements were made for a resource person to visit the school.

HOW COMMUNITY RESOURCES WERE USED

Community resources can be used in a variety of ways. The citizenship class involved in this study used community resources in the following ways:

1. The resource person was visited by the entire class.
2. The resource person was visited by a committee of students, and with the aid of a tape recorder an interview of the resource was made.
3. The resource person made a personal visit to the class.
4. The resource was visited by a committee of students, and then this committee presented its findings to the entire group.
5. An individual member of the class visited a resource person to help him understand a particular vocation.

Procedure during the use of a resource. While the resource was being used, the students were encouraged to be alert to find answers to the questions that they wanted answered. It is impossible to anticipate all the questions students want answered while the resource is being used. For this reason every student was expected to ask questions and investigate what he saw. Note taking was encouraged to help the student answer questions and participate in class discussion after the use of a resource.

Procedure after the use of a resource. After a community resource had been used, classroom discussion was encouraged to help students clear up any questions they had. Written descriptive accounts, letters to friends describing the resource and experiences gained from the use of the resource, news releases for the school paper, and letters of appreciation to the personnel involved in the use of the study were some of the activities initiated after the resource was used. Discussion panels, displays of artwork, and exchange reports with other classrooms were also experienced.

COMMUNITY RESOURCES USED

In Unit I, *Communities Serve Human Needs*, the following community resources were used: (1) Sheriff Victor Jordan; (2) Patrolman Neil Wilson; (3) Mr. Markweitz, air pollution engineer; (4) Mr. Washburn, city health officer; (5) Miss Shirley Cohan, dental hygienist; (6) Fire Chief Apel; (7) Mr. Arthur Rhebein, local insurance

man; (8) the city water department; and (9) the sewage disposal plant.

In Unit II, Citizenship in Community, State, and Nation, the class visited the city council and a committee of students interviewed Mayor Voss.

In Unit III, Looking Ahead, every member of the class investigated some vocation and interviewed a person engaged in that vocation. The people consulted for this unit are listed in TABLE I.

TABLE I

COMMUNITY RESOURCES USED TO SUPPLEMENT TEACHING
THE UNIT: "SELECTING A VOCATION"
ROOSEVELT JUNIOR HIGH SCHOOL
OSHKOSH, WISCONSIN 1954-1955

Student	Resource	Vocation
Joyce Doemel	Betty Neitzel	Secretary
David Jones	Wayne Jones	Realtor
Sandra Felker	Bettey Howard	Teacher
Shirley Dombroski	Carol Bauter	Teacher
Joann Spcizenski	Nancy Winters	Secretary
Robert Miller	John Kreuger	City Fireman
James Scheuerman	Joseph Sullivan	FBI Agent
Chirstine Adams	Audrey Jorgens	Teacher
Ben Kluth	Henry King	Game Warden
Gordan Cudahy	Dr. Haines	Physician
Terry Miller	Mr. O'Mary	Auto Mechanic
Karen Broderick	Mrs. Galisa	Teacher
Shirley Goshorn	Audrey Mares	Teacher
Joanne Sprigborn	Phyllis Drew	Secretary
Caroline Schoenian	Carol Helms	Secretary
Margaret Schhart	Wilma Smith	Teacher
David Bloechel	Clarence Bloechel	Butcher
Donald McHugh	Charles Barnard	Attorney
Richard Zelke	Jerry Fisher	Aviation Mechanic
Rosemary Ceelen	Betty Lawson	Teacher
Jerry Miller	Richard Lenz	Train Conductor
Virginia Glassman	Charles Beetow	Teacher
Judy Furman	Donna Schrieber	Secretary
Mary Romme	Marie Becker	Registered Nurse
David Luft	Edward Ross	Diesel Operator
Thomas La Mere	Marvin Wood	Florist
Arlin Kuhn	Charles Barnard	Attorney
Patsy Dobish	Mrs. Graf	Registered Nurse
Gary Weigant	Edward Luft	Auto Mechanic
William Hager	George Gebhart	Pharmacist
Anita Nourse	Audrey Yanko	Secretary
Milo Moran	Robert Conlee	Detective
Judy Van Alstine	Miss Merrill	Registered Nurse
William Weitz	Dr. Apell	Physician

CHAPTER III

CRITERIA FOR EVALUATING THE USE OF COMMUNITY RESOURCES

Much has been written in regard to the use of community resources and the values derived from their use. Criteria to appraise the use of community resources in the teaching of a ninth grade citizenship class in Oshkosh, Wisconsin, were developed from the related literature.

CRITERIA RELATED TO THE ORGANIZATION AND USE OF COMMUNITY RESOURCES

Frequently the key to making a study of community resources and their possible use in the school is in the hands of the administrator. Teachers not sure of the administrator's reaction to the use of community resources often avoid community resources.

The board of education can help encourage the use of community resources by adopting a resolution which says that field trips are considered an integral part of the educational program. The purpose of this resolution is to remove any possible doubt regarding the use of a field trip as a legitimate part of the educational program and will be recognized as such by the board of education. Such a resolution protects the teacher from any charge that the trip was not in the line of duty, and was not a part of the regular school program should any

child be injured. It is also wise to gain the consent of the parents for such a trip so the parents will know where their children are and what they are doing.¹

Blough and Huggett suggest that the following points be observed in planning for the use of a resource:

1. Be sure there is a real reason for using the resource.
2. Planning for the resource:
 - a. Safety
 - b. Transportation
 - c. A suitable guide
 - d. Time schedule
 - e. Note taking
3. Preliminary trip to brief the resource.
4. Group discussion about conduct and courtesy.
5. The resource should be an integral part of school work.²

CRITERIA RELATED TO THE NEEDS OF THE LEARNER

A group of junior high school administrators in California participated in a workshop to consider the purposes of the junior high school in relation to the needs of the learner. Following are the "Ten Imperative Needs of Junior High School Youth" developed by the California committee.

¹Walter A. Wittich and Charles F. Schuller, Audio-Visual Materials (New York: Harper and Brothers, 1953), pp. 231-252.

²Glenn O. Blough and Albert J. Huggett, Elementary School Science and How to Teach It (New York: The Dryden Press, 1951), pp. 32-33.

1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.
2. All junior high school youth need to develop and maintain abundant physical and mental health.
3. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult life.
4. All junior high school youth need experiences and understandings, appropriate to their age and development, which are the foundation of successful home and family life.
5. All junior high school youth need to develop a sense of the value of material things and the rights of ownership.
6. All junior high school youth need to learn about the natural and physical environment and its affect on life, and to have opportunities for using the scientific approach in the solution of problems.
7. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.
8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.
9. All junior high school youth need experiences in group living which contribute to personality development; they need to develop respect for other persons and their rights and to grow in ethical insights.
10. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.³

A statement of needs such as this can be of much value to a faculty as it develops a program of instruction for junior high school youth. Its use is similar to that of any statement of objectives or

³ M. E. Herriott (chairman), "Organizing The Junior High School," The Bulletin of the National Association of Secondary School Principals, 35:14-19, December, 1951.

purposes; namely, it indicates the goals that need to be achieved when learning activities are planned or classroom instruction is carried on.⁴

CRITERIA RELATED TO THE VALUES IN USING COMMUNITY RESOURCES

Values in using community resources. Seay has attempted to point out that the community provides a laboratory in which the pupils can explore and study business, industry, and the occupations by which people make their living. Civic organizations and activities provide opportunities for growth in citizenship.⁵

According to Kinder the following values can be served by the use of community resources through a field trip.⁶

1. It gives pupils first-hand experiences with objects, things, situations and relationships which are not possible in the classroom.
2. The field trip serves as a source of facts and raw materials not available in textbooks and references.
3. The field trip supplements teaching procedures by serving as a preview of a unit, a development of interest in the work of a unit, or even as a summary of the unit.

⁴William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1956), pp. 25-26.

⁵Maurice F. Seay, "School and Community Cooperation," The Elementary School Journal, 52:62-72, October, 1951.

⁶James S. Kinder, Audio-Visual Materials and Techniques (Chicago: American Book Company, 1950), pp. 384-405.

4. The field trip develops attitudes and understandings in addition to the factual background.
5. The field trip enables a student to know his environment in a meaningful way.⁷

Some specific results which can be expected from field trips are:

(1) training in observation, (2) solving problems, (3) teacher-pupil planning, and (4) stimulation of interest in academic work.⁸

R. H. Price, principal of the Junior High School of the State Teachers College in Whitewater, Wisconsin, lists and explains five values of the excursion based on "observation, on experience in taking children on trips, and on a reflective consideration of the values of such activities." Price makes the following claims:

1. Trips provide a means of enriching the experiences of the pupils.
2. Trips provide experiences out of which school activities become more meaningful.
3. Trips provide an opportunity for children to explore the world about them and to broaden their interest under expert teacher guidance.
4. Trips are a source of information for children, information directly obtained. Seeing a first hand experience, hearing the noises of machinery, feeling the heat of the furnaces, and smelling the odors of the plant is a quite different proposition from reading about them or seeing still or moving pictures of them.
5. . . .trips. . . always offer a real opportunity for choosing, purposing, planning, executing, and evaluating on the part of the pupils.⁹

⁷Ibid.

⁸Ibid.

⁹R. H. Price, "A Study of the Value of Field Trips," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, 13:304. June 1935.

One of the more carefully formulated lists of values, based in part upon experimental results, has been made by R. W. Grinstead, working in collaboration with Professor C. C. Crawford of the University of Southern California. His list is quoted in full:

1. The excursions are of more interest to the students than are the more bookish types of classroom procedure.
2. They give education a decidedly practical direction since they involve a study of the realities of life. In other words, they help to bridge the gulf between the school and the world in which we live.
3. Well chosen trips afford valuable educational or vocational guidances by offering students a chance to explore and become acquainted with a wide range of occupational activities.
4. The excursions provide a useful fund of experience and mental imagery for the interpretation of the abstract materials of books.
5. A single excursion may provide experiences which will be of value in the understanding of a different number of subjects besides the one of which the excursion was a part.
6. The trips stimulate children to read in order to find out more about points in which interest was aroused during the excursion.
7. They arouse interest which leads to valuable industrial explorations by students outside of school hours. Several pupils reported that they went on numbers of such trips in company with their parents after having discovered the idea through the school excursion.¹⁰

In Europe, travel has long been regarded as one of the "best teachers," yet here in the United States it is only during the present generation that field trips have become recognized as one of the finest means of enriching civic education.

¹⁰ C. C. Crawford and R. W. Grinstead, "The Use of the Excursion in Teaching Commercial Geography," Journal of Geography, 29:303-304, June 1930.

Some educational aims which field trips try to satisfy are:

1. to enrich and extend the school curricula
2. to motivate and supplement classroom activities
3. to develop the ability of students to plan and work together
4. to develop a better understanding of the community
5. to practice good citizenship

Some educational values derived from this type of teaching

are:

1. Factual knowledge is increased.
2. First-hand knowledge is obtained.
3. Students recognize the relations of classroom lessons to procedures being carried out in actual practice.

Some concomitant values realized through the use of a field

trip were:

1. Written reports showed thought and insight into the material studied.
2. Some vocabularies were increased.
3. Social behavior was improved in some cases.
4. New friends were made on some trips.
5. Student-teacher understanding was improved.¹¹

¹¹ Louis C. Cronholm, "What are the Educational Values in Planned Field Trips?" National Association of Secondary School Principals Bulletin, 39:88-91, April 1955.

SUMMARY OF THE CRITERIA FOR EVALUATING USE OF COMMUNITY RESOURCES

The following criteria were selected to evaluate the use of community resources in teaching a ninth grade citizenship class at the Roosevelt Junior High School in Oshkosh, Wisconsin, for the school year 1954-1955.

Criteria for organizing and using community resources:

1. Were field trips considered an integral part of the educational program?
2. Was parental consent obtained for the children to leave school?
3. Were pupils aware of the purposes for using community resources?
4. Were plans made for the resource relating to:
 - a. safety?
 - b. transportation?
 - c. providing a guide?
 - d. time schedule?
 - e. note taking?
5. Was the resource briefed with the information the class desired before the class used the resource?

Criteria for meeting the needs of the learner:

1. Were experiences provided for the learner to explore his aptitudes and have experiences basic to occupational proficiency?
2. Were experiences provided for the learner to be a participating member of the school and community, with orientation to adult life?
3. Were experiences provided for the learner to aid him in personality development; respect for other persons, and their rights; and to grow in ethical insights?
4. Were experiences provided for the learner to help him grow in his ability to observe, listen, speak, think, read, and write with purpose and appreciation?

Criteria related to the values in using community resources:

1. Were first-hand experiences provided which were not possible in the classroom?
2. Were facts made available that could not be found in textbooks and references?
3. Were experiences provided which made school activities more meaningful?
4. Was there teacher-pupil planning?
5. Was the school curriculum extended?
6. Did the use of community resources provide educational and vocational guidance?

CHAPTER IV

APPLICATION OF THE CRITERIA TO THE NINTH GRADE CITIZENSHIP CLASS OF THE ROOSEVELT JUNIOR HIGH SCHOOL IN OSHKOSH, WISCONSIN

The criteria to appraise the use of community resources in teaching a ninth grade citizenship class of the Roosevelt Junior High School in Oshkosh, Wisconsin, were developed in Chapter III, "Criteria for Evaluating the Use of Community Resources."

APPLICATION OF THE CRITERIA FOR ORGANIZING AND USING COMMUNITY RESOURCES

Were field trips considered an integral part of the educational program? The Board of Education of the city of Oshkosh, Wisconsin, encouraged the use of field trips by adopting a resolution which said that field trips were to be considered an integral part of the educational program. This resolution protected the teacher from any charge that the field trip was not in the line of duty, or a part of the educational program in the event that a child was injured while away from school on a field trip.

Was parental consent obtained for the children to leave school? The entire class fulfilled this criterion by participating in a letter writing project. All students wrote letters to their parents describing

what the class was planning, and requesting permission to participate in the field trip activity.

Were the pupils aware of the purposes for using community resources? The purposes for using community resources were established through teacher-pupil planning. In Unit I, Communities Serve Human Needs, the pupils established the following purposes for using community resources:

1. How does Oshkosh attend to such health matters as waste disposal and water supply?
2. How are foods and buildings inspected to protect the citizens of Oshkosh?
3. What responsibility does our community have to the citizens for protection against disease?
4. How are our lives and property protected in Oshkosh?

The purposes established for Unit II, Citizenship in Community, State, and Nation, were:

1. How is the city of Oshkosh governed?
2. What are some problems facing our community today and what is being done to eliminate these problems.

The purposes for Unit III, Looking Ahead, were:

1. What are the advantages of the vocation you have selected to investigate?
2. What are the disadvantages of the vocation?
3. What is a typical day like in this vocation?
4. What are the working conditions in this vocation?
5. What qualities should you have to enter this vocation?

Were plans made for the use of the resource relating to:

1. Safety? The children were made safety conscious by developing a code of safety for field trips. The rules developed were

but two: (1) do not touch anything unless you are told to do so, and
(2) there will be no running.

2. Transportation? City buses were used to transport the students from the school to the resource. The buses were insured, and this afforded protection for the teacher against any law suit that would arise due to an accident.

3. Providing a guide? The resource provided the guide for the class if the resource was visited by the class. The class provided the guide for the resource if the resource came to school to present his material.

4. Time schedule? The class schedule was flexible. The time schedule was made to the convenience of the resource being used. The resource was used during the class period if it was possible. The class schedule was shifted to permit use of the resource if the resource could not be used during the regular class period.

5. Note taking? Note taking was encouraged when a resource was being used. A study guide was prepared. To answer the questions on the study guide, it was necessary to take notes.

Was the resource briefed with the information the class desired before the class used the resource? A committee of students was given this responsibility. This committee presented the resource with the study guide the class had formulated. This study guide listed the questions the group wanted more information about as a result of using

the resource. The resource was presented the study guide several days in advance of being used.

APPLICATION OF THE CRITERIA FOR MEETING THE NEEDS OF THE LEARNER

Were experiences provided for the learner to explore his aptitudes and have experiences basic to occupational proficiency?

The citizenship class met this criterion while studying the units, "Planning for the Future, " and "Selecting a Vocation." Every member of the class investigated some vocation that he was interested in while studying these units. The vocation studied was dependent upon the student's interest. In choosing a vocation he referred to his scores on Kuder Preference Profile.

The vocation was studied on the basis of what training was necessary to enter this vocation. The training necessary was discovered by two means: (1) library research, and (2) a conference with some person presently engaged in this vocation. The library research outlined the training necessary and where this training could be obtained. The conference with the person presently engaged in the vocation presented an opportunity for the student to gain insight and knowledge of the vocation.

Were experiences provided for the learner to be a participating citizen of the school and community with orientation to adult life? The students participated in planning for the use of a resource. The spirit of cooperativeness and appreciation of democratic procedures was realized in this manner. The citizenship class was made aware of problems the city had to meet by visiting the city council while it was in action. How the city government functions was also observed by the class.

Were experiences provided for the learner to aid him in personality development, respect for other persons and their rights, and growth in ethical insights? Committee work constituted much of the class work in preparing for the use of a resource. While working in committees the children had to work with each other. In working together one must respect the rights of others in the group. A member of the committee must also realize his rights as a member of the committee. The committee had a responsibility to the rest of the class. This responsibility consisted of: (1) planning for the use of a resource, (2) using a resource and reporting the findings to the entire group, or (3) making arrangements for the entire group to use the resource.

Were experiences provided for the learner to help him grow in his ability to observe, listen, speak, think, read, and write with purpose and appreciation? The opportunity for students to grow in

their ability to observe and listen was presented by using community resources. An opportunity to develop the ability to think was presented to the class when the class made plans for using the community resources. The opportunity to speak was presented to the class when the committee made plans for the use of a resource, and when a member of the class introduced the resource to the class. An opportunity to write meaningful letters was presented to the class by having the pupils write to their parents describing the reasons for the trip, and asking permission to take part in the trip. Letters of appreciation, news releases, and research in investigating a vocation presented opportunities for the class to grow in their ability to write. The opportunity to develop in reading ability was offered through the background reading that was necessary before or after a resource was used. An example of this type of reading was the reading necessary before a student used the resource person to gather information for his vocational project.

APPLICATION OF THE CRITERIA RELATED TO THE VALUES IN USING COMMUNITY RESOURCES

Were first-hand experiences provided which were not possible in the classroom? The operation of the city water department, sewage disposal plant, and city council were observed first hand. Students

pursuing various vocational interests saw people in the field that were doing the type of work the student was interested in at the ninth grade level. The experiences mentioned were not possible to realize, first-hand, in the classroom.

Were facts made available that could not be found in textbooks and references? Facts pertaining to the operation of the city and county police departments, fire department, city health office, problems facing the community, and information relating to various vocations were obtained through the use of community resources and could not be obtained in the textbooks and references. An example of the information obtained through the use of community resources will follow, using the sheriff of Winnebago County as the resource:

1. How do you go about becoming a county police officer?
2. What are the starting and maximum salaries?
3. What are the physical and mental requirements?
4. Over how much of the county do you have jurisdiction?
5. How many county police officials are there?
6. What jail facilities are there in Winnebago County?
7. Explain how a prisoner is handled.
8. Are any women employed as policewomen?
9. Do you as sheriff feel that a sheriff should be elected or appointed for life? Why?
10. Are there many juvenile cases? How are they handled?

Were experiences provided which made school activities more meaningful? Writing letters, using proper telephone procedures, making introductions, writing news releases for the school paper, and panel discussions were experiences that made school activities more meaningful.

Was there teacher-pupil planning? Teacher-pupil planning was carried on while planning for the use of a resource, writing letters to parents which stated the purposes for using the resource, and in preparing study guides for note taking.

Was the school curriculum extended? The use of community resources extended the school curriculum because people outside of school were used as resources for learning experiences; field trips were also used to extend the curriculum.

Did the use of community resources provide educational and vocational guidance? After an interest in a vocation had been established by the pupil, a community resource was used by the student as an aid in investigating that particular vocation. The student asked the resource questions pertaining to the requirements needed for that vocation. The resource person provided educational and vocational guidance in answering the student's questions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The use of community resources in the teaching of a ninth grade citizenship class at the Roosevelt Junior High School in Oshkosh, Wisconsin, was appraised to enable school officials to use the results of the study.

CONCLUSIONS

Related literature has stressed the values of using community resources for supplementary material in teaching. In this study no attempt was made to determine whether the class did better academically because community resources were used.

Values in using community resources. Many values can be realized as a result of using community resources. Values realized in this study were:

1. First-hand experiences were provided for the learner.
2. The opportunity for teacher-pupil planning was provided.
3. The learner explored a vocation of interest to him.
4. The learner was provided with experiences which enabled him to become a participating member of the school.
5. Experiences in group living were provided for the learner.
6. The learner was provided with experiences which enabled him to grow in his ability to observe, listen, speak, read, and write with purpose and appreciation.
7. Information was obtained that was not available in textbooks and references.
8. School activities were made more meaningful.

9. The school curriculum was extended.
10. An opportunity for vocational and educational guidance was provided for the learner.
11. Field trips were made an integral part of the educational program.
12. The community played an active part in the process of educating its youth.

Community resources can be used in a number of ways.

Community resources were used in the following ways in this study:

1. The entire class visited the resource.
2. The resource was brought to the class.
3. A committee of students visited the resource and reported its findings to the class.
4. Individual students visited the resource.
5. A recording of an interview was made with the resource and then this recording was played to the entire class.

RECOMMENDATIONS

The values realized as a result of using community resources should be studied further to determine whether or not a class will do better academically while using community resources.

The use of community resources created an interest on the part of the student for citizenship. The writer recommends that the use of community resources be continued in the teaching of citizenship, but that their use be appraised in terms of measureable values. This would call for more experimentation within the Oshkosh school system by setting up a control group and an experimental group.

A resource inventory would be a contribution to the educational program of Oshkosh. The following information would prove useful

in the future when planning for the use of a community resource.

1. Name of the resource:
2. Address of the resource:
3. Person to contact:
4. Purpose for using the resource:
5. Things to do, see, and hear:
6. Observations en route if this is a field trip:
7. Number of pupils:
8. Age of pupils permitted:
9. Days and hours to visit:
10. Suitable for grades:

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